

International Leadership of Texas
Lancaster Elementary
2021-2022 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body, mind, and character.

Vision

The mission of ILTexas guides our daily professional practices, and creates an atmosphere of celebration, advocacy, and acknowledgement of the uniqueness of the community that we serve. We are willing to take risk, be innovative, have fun and give ourselves permission to be great. We are guided by wisdom, integrity, and passion. We have a healthy balance of our spiritual, family, and professional lives. Our dedication to excellence will result in our students exceeding the state and national academic standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics(K-5)

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences. K-5 AA 433, Hispanic 341, American Indian 3, Asian 0, White 5

Source: On Data Suite (2020 - 2021 Preliminary Fall PEIMS file loaded 01/11/2021)

Attendance Percentage per month (K-5)

K-5 Aug. 2020 91.71%, Sept. 2020 81.69%, Oct. 2020 92.31%, Nov. 2020 78.57%, Dec. 2020 81.82%, Jan. 2021 93.60%, Feb. 2021 95.36%, March 2021 93.61%, April 2021 92.90%, May 2021 84.62%.

Source: SKYWARD Attendance Monthly report

Staff Quality - Information (K-5)

100% of our teachers have at least a bachelors degree. The majority of the teachers do not hold a valid teacher certification; however, all of the teachers, with the exception of fine arts teachers and fitness coaches, have been mandated to enroll in a teacher certification program. Each of these teachers have received a deadline to complete their teacher preparation programs and obtain there teacher certification. Please see the current data below for K-5 Dual Language Teachers at our campus:

Certified - 6, Certified out of field - 2, Enrolled in an ACP - 15, Need TOEFL (ACP) -2, Need to enroll (ACP) - 2, University - 5, Need RVW CR - 0, Need TOEFL (RVW CR) - 4, Not pursuing - 0, Not currently eligible - 2, DL English Certified - 1, DL English (Not Certified) - 17, DL Spanish Certified - 5, DL Spanish (Not Certified) - 15

Source: ILTexas, Certification Tracker

Demographics Strengths

Our campus's diversity has given our students exposure to a variety of cultures. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and displaying of empathy towards one another in the face of the changing society around them. In addition, to diversity as a strength, exposure to different programs is also a strength, specifically the federally funded programs. The students are afforded an opportunity to have learnig experiences, similar to their more affluent peers. Free meal programs, specialized educators, and resourses are a few of the programs that have had a positive impact on student

academic achievement at our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 2: Maintaining attendance rates above 97% each month. **Root Cause:** 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.

Problem Statement 3 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Student Learning

Student Learning Summary

LTexas Lancaster K-8 identified strengths and weaknesses in the instructional program that may affect student performance. The data collected in the Needs Assessment will be used to review the overall effectiveness of the instructional program at ILTexas Lancaster K-8. The data which will be reviewed includes school wide ECAs (Eduphoria: AWARE), MAP test results, monthly I-Station results, STAAR results, weekly assessments, and teacher observations. The data received will indicate learning gaps, in all core subject areas in comparison to most other schools in the district.

Results of Data Collection

Grade Level	Subject	% Did Not Meet	% Approaches	% Meets	% Masters
3	Reading	65	35	12	3
3	Math	60	40	13	5
4	Reading	55	45	22	10
4	Math	61	39	17	9
5	Reading	64	36	15	10
5	Math	77	23	8	3

Student Learning Strengths

ILTexas Lancaster K-8 has done an extraordinary job in communicating that failure is not an option and every student has the ability to grow in every area, if they are fully engaged in our programs. Parents have been informed through parent orientations and are supportive of Eagle Academy (homework academy/mastery learning academy) and tutoring, including Saturday School and extended tutoring (beyond the school day).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2 (Prioritized): Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 3 (Prioritized): Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 4 (Prioritized): The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

Problem Statement 5 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 6 (Prioritized): Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

School Processes & Programs

School Processes & Programs Summary

Focus 1: Campus Leadership and District Coaches and Directors will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Teachers will utilize the TEKS RS Year at a Glance and Instructional Focus Document for all core subject areas, as well as analyze data based on the state, district and local assessments in order to be data driven. Teachers will need to differentiate instruction based on students' needs and learning styles in order to reach a diverse group of students. Kindergarten and 1st graders will take Imagine Learning Benchmark. 3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math and Writing Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests with 2 administrations of Reading and Math if students are not successful the first time around. 6th Grade students will take STAAR Reading and Math Test, 7th grade students will take STAAR Reading, Math, and Writing Test, 8th Grade Students will take STAAR Reading, Math, Science, and Social Studies with 2 administrations of Reading and Math if students are not successful the first time around. Students will complete MAP testing in 2nd-8th Grades. iStation will be utilized in K-8th grades. All 2nd-8th grade students will take district ECAs every 6 weeks. Any student who has established a pattern of non-mastery will be targeted for remediation through small group instruction or tutorials. Home and school will work together through conferences, written, and oral communication to provide the necessary support to students. ILTexas-Lancaster will provide student support services as outlined in IEPs and 504 accommodations for qualifying students. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Focus 2: Our goal is to recruit and retain high caliber staff. We use sources such as, campus website, the Teacher Job Network (TJN), District and Region 10 and 11 job fairs, social media, and word of mouth. Our goal is that all teachers are highly qualified. We have teachers in alternative certification programs, including the new ILTexas charter alternative certification program, as well as visiting teachers from other countries to support our district mission of being a trilingual school district. Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. Our interview process clearly outlines the mission, philosophy and expectations for our school. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. We seek paraprofessionals that are either enrolled in education programs, have degrees or experience in working with students. Our general data reflects that every year our district employs a high number of brand new teachers. Therefore, it is important to have the resources to support these teachers that are new to the profession. Our evaluation system uses a version of the TTESS model, this model is built to be non-threatening and improve instruction. Every teacher will obtain a walk thru by their administrator every six weeks with feedback. The extended observation of 45 minutes must be complete prior to winter break. Visits may be announced or unannounced and a post conference is required 10 business days after the extended observation.

Focus 3: International Leadership of Texas Lancaster K-8 is focused on building exceptional leadership in scholars using a trilingual model and building the mind, body, and character. The district supports with campus staffing; a Principal, 3 APs, GLAs for each grade level, an Instructional Aide for each grade level, Chinese teachers, core teachers, performance coaches, and LOTE teachers, SPED team, IC. We also have district representatives to support in different departments. The school day is extended 45 min. to provide enrichment to students. Different arrival times and dismissal are in place for K-4 and 5-8 with effective duty schedule rotations. Lunch/Recess duty has been scheduled with effective coverage. The ratio of students in K-2 is 1:20, 3-8 is 1:26. Based on the community that we serve with the high populations of SPED, at risk, ED, ELs, 504s, behavior and students who are behind grade level the ratio of 1:20 or 1:26 makes it difficult to reach the needs of all learners with high quality instruction. During the 2019-2020 school year our campus struggled with tardies. Some of our international teachers faced challenges in classroom management, teaching in the US, using TEKS, planning, and teacher expectations. This is a hardship based on their knowledge of experience to teaching in their country. During enrichment time teachers are able to devote time to contents that students perform poorly and differentiation activities.

Focus 4: All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4-8 are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Due to virtual learning, all students K-8 had a 1:1 ratio chromebooks. Lastly, we have a media lab with 60 laptop computers, and EPIC was implemented during media center rotations & class stations. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscoptes, Kuder, MAP, STAAR-AR, Imagine Math, Splash Math, All in Learning, Google Classroom, and Seesaw; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent

communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun. Virtual learning allowed us to provide more technology support to parents through a technology help desk.

School Processes & Programs Strengths

Focus 1: Our curriculum, instruction, and assessment supports and challenges all students with all of our teachers following the state standards (TEKS) guidelines. We are guided by the TEKS and follow TEKS Resource System to guide in planning, instruction and assessment. Teachers plan with their grade level teams and content areas. Teachers have dedicated DATA days every week to review student levels and instructional needs. They also have extended time daily to meet with grade level team, instructional coaches, reading/math interventionists, or partner teachers during Professional Learning Communities. Teachers have the support of partners and team members. Teachers plan lessons, activities and assessments together. All GLAs/teachers will attend TEKS Resource System Training. Teachers have access to several on-line programs: Study Island, Reading A-Z, Brain Pop, Measuring Up, Splash Learning, etc. Teachers utilize Eduphoria. Teachers have the support of the District Content Directors and Area Coaches. Students receive intervention during school and after school/Saturdays. Items used for curriculum: TEKS Resource System, Selected programs for core subject areas, Trilingual Programs (English, Spanish and Chinese). Items used for assessment: iStation in Kinder-8th grades, Imagine Math Benchmarks, Running Records Assessments (Kinder-2nd Grades), STAAR (3rd-8th grades), ECA's (2nd-8th Grades).

Focus 2: Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas: Dual Language Program, Two Way SIOP Strategies for meeting needs of Limited English Proficient Students, Data Disaggregation, and Test Analysis. The district has also developed an alternative certification program for our teachers as well as a teacher incentive allotment plan to retain our current teachers.

Focus 3: The school is led by a principal, 1 associate principal, 2 assistant principals, 9 grade level administrators, 3 counselors, 2 instructional coaches, 1 math interventionist, 1 reading interventionist, as well as instructional aides for each grade level. New teachers are provided with mentors to assist them throughout the year in various areas. The school has a trilingual -model including English, Spanish and Chinese for all scholars. Teachers have conference periods as well as PLC periods built into their day. Physical Fitness is a part of daily instruction for scholars and an extended school day helps in the implementation of the school's curriculum.

Focus 4: Teachers utilize technology daily in their instruction. Students in grades K-3 have classroom access to tablets and chromebooks. Also have now included Title 1 carts increasing the number of tech. for use. Students in grades 4-8 have access to chromebooks for class assignments and homework. Parent involvement has increased due to our technological engagement efforts such as Peachjar and Dojo and virtual learning. All students had a chromebook for virtual learning, K-8. Teachers utilized a variety of technology resources, like Google Classroom and Seesaw, during the virtual learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 3 (Prioritized): The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 4 (Prioritized): There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced. **Root Cause:** The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Based on the high amount of 504, SPED, and behind grade level students, the teacher to student ration needs to be reevaluated to allow teachers to be more effective in the classrooms. District and campus staff that are available to support teachers on a day to day bases need to be on one accord and work together to truly support and grow teachers.

Problem Statement 5 (Prioritized): Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

Problem Statement 6 (Prioritized): Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

Problem Statement 7: All educators are not cultural competent, to effectively handle all students. **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship through authentic meaningful cultural understanding.

Problem Statement 8 (Prioritized): Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9 (Prioritized): Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 10 (Prioritized): The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles. **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

Problem Statement 11 (Prioritized): The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of communication and promotion of the organization.

Problem Statement 12 (Prioritized): Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap.

Problem Statement 13 (Prioritized): Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences **Root Cause:** Relationship building between LOTE teachers and students

Perceptions

Perceptions Summary

Our school's mission is to ensure that IL Texas works cooperatively with families and communities to support family engagement and strengthen parent communication. Our goals are to reach all of our families in this endeavor and recommend other avenues to increase the value of parental contribution by communicating with parents and build community connections. Our campus provides regular communication with families and the community to the extent practicable in a language parents can understand through various of methods such as providing translators. Teachers and staff communicate through Class Dojo and Remind. The media specialist utilizes Social Media, Peach Jar and the school website on Skyward. Our campus as a whole provides vital communication through the parent-student handbook, school newsletters, annual school calendar, and Special Events Reminder Notices. Additionally, campus communication methods consist of Progress Reports Every 3rd & 6th Week Periods, Report Cards with Teacher Comment Forms, Student Planners, Parent-Teacher Conferences, Family Nights for Academics, PK-2nd Daily Behavior Sheet, and Call Out messages by our Principal.

International Leadership of Texas, Lancaster K-8 is defined by its clear vision, mission, and beliefs, which serve as the lenses through which we examine and filter all we do for students. We continually seek to improve student learning through fostering a culture of excellence. The structures, schedules and processes are in place to build and maintain a collaborative work environment. Our campus operates on the premise that when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, remain in school longer, and enroll in higher level programs. We will have a learning community and atmosphere of collegiality. Our grade level teams plan together to work towards common goals. Our staff members are able to rely on each other for support, suggestions and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources. Our parents work in a partnership with teachers by engaging in open communication through weekly newsletters, emails, and phone calls. The school website also provides an excellent communication tool for parents and the community. We are in the process of forming a PTO and advisory board to assist with events that will better connect parents to the school community.

Perceptions Strengths

International Leadership of Texas, Lancaster K-8 has in place several resources to facilitate parent communication. These resources include, but are not limited to the following: Campus Newsletter, Facebook, Instagram, Skyward Parent Portal, ClassDojo, Remind 101, Parent-Teacher Conferences, School Messenger, Parent Student Handbook and social media platforms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually. **Root Cause:** Lack of communication and promotion of the organization.

Problem Statement 2 (Prioritized): Build effective relationships and rapport among parents in the community. **Root Cause:** Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap.

Problem Statement 3 (Prioritized): Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences **Root Cause:** Relationship building between LOTE teachers and students

Problem Statement 4: Maintaining attendance rates above 97% each month. **Root Cause:** 1) Students who relocate often throughout the year. 2) Accountability for student attendance needs some improvement. 3) Students who are required to care for younger siblings when they are sick, so that their parents can go to work. 4) All other factors related to attendance in a title 1 school.

Problem Statement 5 (Prioritized): The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 6 (Prioritized): There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced. **Root Cause:** The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Based on the high amount of 504, SPED, and behind grade level students, the teacher to student ration needs to be reevaluated to allow teachers to be more effective in the classrooms. District and campus staff that are available to support teachers on a day to day bases need to be on one accord and work together to truly support and grow teachers.

Problem Statement 7 (Prioritized): Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

Priority Problem Statements

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development.

Root Cause 1: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Students need additional resources to increase student achievement.

Root Cause 2: There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning.

Root Cause 3: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: The data reflects that some standards need additional time for reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' needs and learning styles.

Root Cause 4: Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

Root Cause 5: Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management.

Root Cause 6: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: There are high tardies in all grade levels. Parents of lower elementary students don't have to have students at school until 8:00, while middle school students must be here by 7:45. Start times for each grade level should be strictly enforced.

Root Cause 7: The time difference between elementary and MS allows parents to drop off students until 8 am causing MS students to be tardy. Based on the high amount of 504, SPED, and behind grade level students, the teacher to student ration needs to be reevaluated to allow teachers to be more effective in the classrooms. District and campus staff that are available to support teachers on a day to day bases need to be on one accord and work together to truly support and grow teachers.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc.

Root Cause 8: IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 9: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement.

Root Cause 9: Parent engagement opportunities are limited.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Problem Statement 10: The need to increase the PTO membership, awareness and engagement by providing numerous volunteer opportunities to parents and stakeholders annually.

Root Cause 10: Lack of communication and promotion of the organization.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Build effective relationships and rapport among parents in the community.

Root Cause 11: Lack of programming and workshops for parents and staff members to engage in and bridge school-community gap.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences

Root Cause 12: Relationship building between LOTE teachers and students

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 1: By the end of the 2021-2022 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches and Meets Performance Levels on State Assessments by 10-15% in reading and math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase supplemental resources such as novels, bilingual dictionaries, leveled readers, instructional materials, supplemental workbooks, manipulatives, and enrichment summer school, before school, after school, and Saturday materials to support all learners.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 9</p> <p>Funding Sources: Purchase supplemental resources - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff to strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to second language learners.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p> <p>Funding Sources: subject matter experts and consultants - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

Performance Objective 2: By the end of the 2021-2022 school year, Lancaster Elementary will utilize research based products, strategies, and resources to support student academic achievement and staff development in literacy instruction.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments and Benchmark Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a Dual Language instructional coach to support teachers with literacy instruction. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Dean of Instruction Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: Payroll _ Reading Interventionist - 211 - Title 1-A - \$50,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase print , digital, and audio books, to assist students with the development of their reading skills. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: AP over textbooks and Instructional Coach Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 9 Funding Sources: print and digital books - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide all content areas with authentic integration of technology into daily instruction/independent study time and Professional Development in literacy. Purchase additional literacy technology resources as necessary based on student and teacher needs. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: AP over technology and Media Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: Technology - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Recruit, support, and retain RLA teachers and principals by providing incentives, extra training opportunities/professional development from outside vendors, and other campus teacher leaders.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2, 3 - Perceptions 5</p> <p>Funding Sources: Professional Development - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide resources and materials to increase student academic achievement in literacy, through the utilization of fine arts (art, theatre, music, and dance instruction). Purchase cross-curricular instructional material.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Administrator over fine arts and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 9</p> <p>Funding Sources: Resources and Materials - 211 - Title 1-A - \$700</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide PD opportunities and purchase programs such as but not limited to All in Learning, Achieve 3000, Measuring Up, Think up, Project Lead The Way, Study Island, and supplemental online software for core content areas, to monitor student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: AP over technology and AP over PD</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 9</p> <p>Funding Sources: PD opportunities and purchase programs - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

School Processes & Programs

Problem Statement 2: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Perceptions

Problem Statement 5: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 1: By the end of 2021-2022 school year, ILTexas Lancaster Elementary School will continue to provide a mentoring program for teachers with zero to three years of classroom experience and or Tier 2 -3 Teachers as measured by observations and student achievement data .

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments, Benchmark Data, and spot observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire substitutes to cover mentor teacher classes and or mentee classes, during learning walks and or peer to peer observations.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: AP over Mentor / Mentee Program and AP over substitutes</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 5</p> <p>Funding Sources: Substitutes - 211 - Title 1-A - \$7,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Designated staff will attend professional development sessions and or participate in book studies to strengthen the development of new teachers. Snacks, materials, and facilitators, may be needed for the trainings</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and the Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 8</p> <p>Funding Sources: Snacks, PD materials, PD Facilitators - 211 - Title 1-A - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>

Student Learning

Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 6: Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

School Processes & Programs

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 5: Some grade levels went without an IA for a large part of the year. The instructional aides provide support in areas such as small groups, driveline and lunch duties, filling in for IAs in grades that did not have one or had an absence, parent phone calls, parent assistance, etc. **Root Cause:** IAs are pulled to cover different grade levels when we have a vacancy and cannot support the grade level they were originally assigned to. This often leads to a gap in small group implementation and parent support.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 2: By the end of 2021-2022 school year, ILTexas Lancaster Elementary School will provide at least 1-2 professional development opportunities for 100% of their faculty and staff by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: PD Data and staff portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Send campus staff to conferences (e.g. La Cosecha, RCA, TESOL, TASBE, IRA, AVID) to assist ILTexas teachers and administrators, with strengthening their ability to support effective instructional practices, focussed on increasing high student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p> <p>Funding Sources: Conferences _ PD - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bring subject matter experts and consultants to help ILTexas teachers, and administrators to strengthen their ability to support our students with increasing student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 8</p> <p>Funding Sources: subject matter experts and consultants - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunity for same grade and content meetings on campus by providing snacks and materials for meetings and substitutes to cover classes while vertical team planning is occurring.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p>	Formative			Summative
	Nov	Jan	May	June

<p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 9</p> <p>Funding Sources: Snacks and Materials - 211 - Title 1-A - \$500</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p>Problem Statement 2: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p>
<p>Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
School Processes & Programs
<p>Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
<p>Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p>Problem Statement 9: Students need additional resources to increase student achievement. Root Cause: There are several gaps in student achievement and additional resources are needed to close the gaps.</p>

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

Performance Objective 3: By the end of the 2021-2022 school year, Lancaster Elementary will utilize research based products, strategies, and resources to support student academic achievement and staff development in math.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, MAP, Cycle Assessments, and Benchmark Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a Math/Science Coach to support teachers with delivery of math instruction. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Dean of Instruction Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 2, 8 - Perceptions 5 Funding Sources: Payroll _ Math/Science Coach - 211 - Title 1-A - \$25,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources and materials to increase student academic achievement in math, through the utilization of fine arts development for art, theatre, music, and dance instruction. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Instructional Coach Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 2, 3 - School Processes & Programs 9 Funding Sources: resources and materials - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. Root Cause: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.</p>

Student Learning

Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 2: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. **Root Cause:** Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.

School Processes & Programs

Problem Statement 2: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Problem Statement 9: Students need additional resources to increase student achievement. **Root Cause:** There are several gaps in student achievement and additional resources are needed to close the gaps.

Perceptions

Problem Statement 5: The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program.

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

Performance Objective 1: By the end of the 2021-2022 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Sources: ACTFL Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire additional 1-2 personnel such as K-5 DLI Coach to assist our teachers with lesson plans, effective teaching strategies and data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Elementary Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 8</p> <p>Funding Sources: Payroll _ DLI Coach - 211 - Title 1-A - \$250,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send campus staff to conferences (e.g. La Cosecha, RCA, TESOL) to assist teachers and administrators with supporting staff in strengthening their ability to support our student populations so they will increase student achievement in the area of second language acquisition.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p> <p>Funding Sources: PD _ Conferences - 211 - Title 1-A - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase additional resources such as Rosetta Stone and all other second language acquisition software and materials.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p>	Formative			Summative
	Nov	Jan	May	June

Staff Responsible for Monitoring: Instructional Coaches LOTE Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: School Processes & Programs 6, 13 - Perceptions 3, 7 Funding Sources: Online resources for second language acquisition - 211 - Title 1-A - \$310				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p> <p>Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
School Processes & Programs
<p>Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p> <p>Problem Statement 6: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited.</p> <p>Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p> <p>Problem Statement 13: Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences Root Cause: Relationship building between LOTE teachers and students</p>
Perceptions
<p>Problem Statement 3: Some educators need development with cultural competence and their ability to form authentic and effective relationships across cultural differences Root Cause: Relationship building between LOTE teachers and students</p>

Perceptions

Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. **Root Cause:** Parent engagement opportunities are limited.

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 1: By the end of the 2021-2022 school year, the ILTexas Lancaster K-8 Faculty, Staff, and Parents will complete at least two book studies and community events, focussing on improving culture and climate.

Targeted or ESF High Priority

Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase books for book studies (Teach Like Your Hair is on Fire, What good teachers do, What great Principals do, Five disfunctions of a team, Leverage Leadership, Who moved my cheese) and other professional development opportunities to help increase teacher effectiveness, teacher retention, and student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and Budget Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p> <p>Funding Sources: Books, snacks, materials - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide hands-on opportunities for parents to work with staff or outside vendor to learn how to use the programs that students are required to use to improve student achievement, through the purchase of snacks, books, materials, and consultant services. (Parent Boot Camp, Parent University, Parent Orientation, Beginning of the year educational community events). Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over PD and Budget Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 7</p> <p>Funding Sources: Consultants, Snacks, Materials - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate events through efforts such as monthly SMORE newsletters, Remind 101, team newsletters, campus website and individual teacher communication.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over communications and Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 7</p> <p>Funding Sources: Digital Communication software - 211 - Title 1-A - \$200</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>
School Processes & Programs
<p>Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p> <p>Problem Statement 6: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited.</p>
Perceptions
<p>Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited.</p>

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 2: Student Discipline referrals will decrease by 25% from the previous year.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a SPED/Restorative Discipline IA. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Assistant Principal Over SPED and or PBIS Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3 Funding Sources: Payroll - 211 - Title 1-A - \$20,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide incentives/special recognition, such as snacks and awards, for accomplishments in grades, attendance, and behaviors, as well as afford students opportunities to participate in content based field trips. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Assistant Principal and Grade Level Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 3</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide opportunities for parents to eat lunch with their children while simultaneously learning more about the structures and strategies used in classrooms, by providing parenting classes and materials to help parents with the district classroom resources. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Community Liaison and Instructional Coach Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6 - Perceptions 7 Funding Sources: Snacks for parenting classes and resources - 211 - Title 1-A - \$700</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide substitutes for teachers on 1-2 performance planning days per six weeks, cross-curriculum meetings, and content meetings in order to allow them time for PD on classroom management, review student data from DOLs and common assessments to analyze learning gaps and create reteach lessons. Purchase snacks and materials for the meetings.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement</p> <p>Staff Responsible for Monitoring: Assistant Principal over substitutes and Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 8</p> <p>Funding Sources: Substitutes - 211 - Title 1-A - \$3,000</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. Root Cause: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.</p>
Student Learning
<p>Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p>Problem Statement 3: Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers, including the need for Social Emotional Learning. Root Cause: Minimal exposure to technology, healthy habits, healthy culture identification, literacy skills, math skills, and post-secondary educational goals. Students often struggle with how to be aware of themselves and other's emotions and decisions and how to respond to those.</p>
School Processes & Programs
<p>Problem Statement 6: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited.</p>
<p>Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
Perceptions
<p>Problem Statement 7: Hands-on opportunities for parents to work with staff to learn how to use the programs that are required to improve student achievement. Root Cause: Parent engagement opportunities are limited.</p>

Goal 4: The percent of teachers retained annually will increase from 76% to 80% by June 2022.

Performance Objective 3: By the end of 2021 - 2022 school year. ILTexas Lancaster Elementary School will implement Professional development opportunities for teachers to increase their instructional skills.

Targeted or ESF High Priority

Evaluation Data Sources: Survey Data and Observation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PD sessions from certified teachers, to support uncertified teachers. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Assistant Principal over PD Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 8 Funding Sources: snacks, materials, facilitators - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for teachers to attend off campus PD sessions and conferences (including TIL) in an effort to increase their instructional skills. Strategy's Expected Result/Impact: Increase student academic achievement Staff Responsible for Monitoring: Assistant Principal over PD Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 8 Funding Sources: Professional Development - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. Root Cause: Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.</p>
<p>Problem Statement 5: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. Root Cause: The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.</p>

School Processes & Programs

Problem Statement 3: The content of professional development is not always what is needed to improve teacher quality and instruction. Teachers need consistent professional development through various avenues, like Region 10, subject area/grade level specific conferences, etc. on engaging instructional strategies and classroom management. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planning needs. As a campus, we are working to integrate additional professional development during PLCs, PD Days, book studies, and utilizing Region 10 opportunities.

Problem Statement 8: Teachers and administrators believe teachers are in need of professional development in areas of effective and engaging instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. Follow-up observations and feedback sessions need to occur after each professional development. **Root Cause:** Professional Development for all teachers has to be targeted, effective, and ongoing throughout the year with effective feedback.

Goal 5: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students).	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Designated staff will attend professional development sessions and or participate in book studies to strengthen the development of new teachers. Snacks, materials, and facilitators, may be needed for the trainings
2	3	1	Hire a Math/Science Coach to support teachers with delivery of math instruction.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Designated staff will attend professional development sessions and or participate in book studies to strengthen the development of new teachers. Snacks, materials, and facilitators, may be needed for the trainings
2	3	1	Hire a Math/Science Coach to support teachers with delivery of math instruction.

Campus Funding Summary

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchase supplemental resources		\$500.00
1	1	2	subject matter experts and consultants		\$5,000.00
1	2	1	Payroll _ Reading Interventionist		\$50,000.00
1	2	2	print and digital books		\$500.00
1	2	3	Technology		\$3,000.00
1	2	4	Professional Development		\$1,500.00
1	2	5	Resources and Materials		\$700.00
1	2	6	PD opportunities and purchase programs		\$1,000.00
2	1	1	Substitutes		\$7,000.00
2	1	2	Snacks, PD materials, PD Facilitators		\$1,500.00
2	2	1	Conferences _ PD		\$5,000.00
2	2	2	subject matter experts and consultants		\$3,000.00
2	2	3	Snacks and Materials		\$500.00
2	3	1	Payroll _ Math/Science Coach		\$25,000.00
2	3	2	resources and materials		\$500.00
3	1	1	Payroll _ DLI Coach		\$250,000.00
3	1	2	PD _ Conferences		\$2,000.00
3	1	3	Online resources for second language acquisition		\$310.00
4	1	1	Books, snacks, materials		\$500.00
4	1	2	Consultants, Snacks, Materials		\$1,000.00
4	1	3	Digital Communication software		\$200.00
4	2	1	Payroll		\$20,000.00
4	2	3	Snacks for parenting classes and resources		\$700.00
4	2	4	Substitutes		\$3,000.00
4	3	1	snacks, materials, facilitators		\$1,000.00
4	3	2	Professional Development		\$1,000.00
Sub-Total					\$384,410.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$384,410.00

Addendums